THE MIDDLEBURY CAMPUS.

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VOL. V. MARCH, 1909. NO. 2.

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EDITORIAL.

WE have been learning many things. We have been seeing college affairs from many points of view, touching hands with the alumni, faculty, and students, and trying to sight through their different glasses at the continually elusive problems of college life. This issue of THE CAMPUS will furnish evidence of this broad association. Perhaps our interpretations of the different attitudes may not prove correct; but to us, at the present time they seem eminently fair. In attempting to make THE CAMPUS a real expression of the college atmosphere, which is made up of several elements, we may emphasize one side overmuch. However, it is our aim to state things only as they really are. We do not think that it is right to say that things *are*, when they are not; nor that it is a pleasant day when it rains. So it is, we wish to speak of college conditions as they are, if the speaking of them offers any hope that they will be considered and bettered.

AGAIN we appeal to the men of the College to stand by the team, remembering that one of the best tests of manhood is the loyalty a person manifests toward the cause and the men with whom he is connected. Never is there a time when loyalty is more demanded or counts for so much as when disappointments come and the outlook is unpromising, for whatever is then to be worked for, calls for

more faith and sympathetic co-operation than under favoring conditions. Stand by the team, men of MIDDLEBURY, remembering that it is your team even though it may lose the fight. But it is no disgrace to lose if the fight was manly; and should you win with the odds against you, the glory is greatly ncreased. It is the part of a man to stand by his side, as long as the cause is good, even though he may not bear the banner himself. The knowledge of his loyalty strengthens the arm and nerves the heart of those in action.

The base ball team has suffered a loss in the absence of Captain Fisher, who for two years has been reckoned one of the best college pitchers in the game. We can not hope to be able to develop a new man who can take his place; yet we need not be discouraged for the outlook for the other positions is bright. There is a nucleas of five old men about whom a good team can be built. In the freshman class there is some very promising material. But it is not upon the makeup of the team itself that the success of the season depends entirely, rather upon the spirit of the student body and the support that you are willing to give. The appeal is not to the student-body, however, but to each individual student. The team will be what you make of it. What are you going to do about it? Middlebury "expects each man to do his duty"; and let us learn that she does not expect in vain.

The real work will soon commence. Coach Goode is an able man, in whom your confidence can well be put. Just show him that Middlebury knows how to support those who are working for her and who have her best interests at heart. With the active loyalty of the sons of "Midd" the season of 1909 will be a success.

NOW that spring is fast approaching, attention is naturally given to the out-door summer sports. Heretofore base ball has received the greater part of this attention. But why not give a little thought this year to the forming of a college track team? In most of the New England colleges, track athletics are considered one of the major sports, awards of letters being made in this particular branch, equal to those made in football and base ball. Only four men are needed to form a relay team while for a track team no fixed number is required. Surely four or five men can be found who can make a reasonably good showing in some kind of track or field work, and with these as a nucleus it will not take long to form an entire squad. Perhaps we will not be able to enter into much competition with other colleges this year, but whatever experience we may gain will serve to make next year's team a better success. We may then be able to arrange a dual meet with some other New England college of our own size. This is more or less of a new venture and its ultimate outcome is doubtful, but the least we can do is to give it a trial.

IN the matter of rhetoricals, it is gratifying to note that there has been a great improvement. Not long ago, the man who put his own honest, conscientious effort into the preparation of an article was the exception rather than the rule. On more than one occasion, "chapel-stage" productions

possessed such a distinct magazine flavor that they were actually received by the students in the light of farces. The natural consequence of such a state of affairs was the lowering of the standard of rhetorical effort. Now, however, a change is coming about—the students are beginning to realize that speech is an efficient mode of address, and that just as in the days of ancient Rome with her Forum, so to-day Middlebury College with her rostrum may be a base for the wielding of influence. No man should treat lightly an opportunity to address his fellow students because he feels that his best effort would be ignored by many, for there is always someone who will be benefitted by a good production—even though the number of beneficiaries be limited to the speaker himself. Lack of appreciation of a good literary production is a reproach upon his audience, rather than a reflection upon his own ability.

ONE of the many things that we desire is a new chapel, where college services could be held. On account of the limited capacity of the present chapel only part of the students can assemble at one time. It would be a fine thing could a place be provided where all might be accommodated. Under such conditions the college lectures and meetings might be conducted, as indeed they ought, here on the hill. This would also make possible a college church, as well as contribute to the success of the vesper services. The expenditure of a very little money would provide for such a room by altering and remodeling the present chapel.

THE accompanying clipping from one of our magazines ought to be of notable interest to all of us who are studying the scientific theories of the day: "That versatile, if erratic, Anglo-Canadian philosopher, Professor Goldwin Smith, is still ennunciating his peculiar sentiment with evergreen energy and irrepressible vivacity, notwithstanding his very advanced age. On the recent occasion of his eighty-sixth birthday he wrote in characteristic style to the students of Cornell University, addressing them on a topic which excites almost universal Interest. * * * 'Let the Evolutionists, however, remember two things: First, that evolution can not have evolved itself; second, that unlike brutes, humanity advances and we can not tell what the end will be; whether it may not be the final ascendency of the spiritual over the material in man. Man, let the evolutionist remember, advances and rises. The beast does not.' The fact so aptly expressed by the veteran Professor, that evolution can not have evolved itself, is 'of tremendous import. Not even the first differentiation of atomic matter could have evolved itself, not to speak of living organisms.' But this same fact, of such supreme importance, has unfortunately been entirely forgotten or ignored in many quarters in this country and Germany, as well as in America. Too many academic thinkers haye speculated wildly concerning evolution, speaking and writing as though it were endowed almost with attributes of omnipotence itself. Professor Smith has exploded a bomb under their citadel."

College concert, April 16.

THE DEPARTMENT OF PEDEGOGY.

Work in the department of pedagogy which was recèntly established by the legislature of the State, has already commenced under the direction of Professor Howard; but the real work in this department under the departmental head, Dr. Collins, will not begin until the summer session in July. During the summer courses will be given in many different subjects, but pedagogy will be the principal theme. Dr. Collins has already outlined courses for the coming year. These are most attractive to such as are interested in education, and present a large scope of the subject. The courses which are hereinafter included give a better idea of the character of the field than any explanation we might be able to attempt. But with so promising a field in which to work, and with so competent a man to direct as Dr. Collins, this course cannot fail to produce results that count. THE CAMPUS is very glad to be able to print the outline of this course, as it will run through two semesters next year.

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2. American Education.

The evolution of the American school system in its elementary, secondary, and collegiate types. These are traced from the transplanted European type through the modifications due to colonial and Revolutionary environment and through the subsequent period of expansion and development. Current educational tendencies are investigated and reported by students.

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3. Secondary Education.

Organization, management and instruction in high school and academies. Principles of secondary pedagogy; general method; special methods; problems of secondary school work; different types of secondary schools; direct observation of high schools, with reports; practice teaching. School Law.

First semester; three hours a week. Elective for Seniors.

4. Secondary Education.

A continuation of course 3.

Second semester; three periods a week. Elective for Seniors.

5. Supervision.

This course deals with the problems of elementery schools from the supervising officer's point of view. It is designed for specially qualified men who intend to become principals and superintendents. It covers the physical conditions of buildings and grounds, relations with school officials, teachers, pupils and parents, programs of school work, grading and promotion, the curriculum, the school as a social center and its relation to the home and the community, the improvement of teachers while in service, etc. Practical work will be given in pvblic school inspection, the system of Middlebury and other Vermont towns being used as observation schools. School Law.

First semester; three hours a week. Elective for Seniors obtaining special permission.

6. Supervision.

A continuation of course 5.

Second semester; three hours a week. Elective for Seniors obtaining special permission.

RELATIVE VALUES IN COLLEGE.*

Mr. President and Gentlemen:

As I interpret the significance of the subject which your committee has assigned me for discussion, it resolves itself into this question: How should a college student spend his time? What should be considered of most importance, what of less importance in his four years of college activity? How should he evaluate the various possibilities open to him during these four years, and how should he divide his time among them to the very best advantage? This, as I grasp it, is the problem before us.

Permit me to say, in the first place, that this is an extremely practical question, and one which should be of vital interest to every college student. Too frequently it is the case, I fear, that it is not given the consideration which it deserves. Often it is never presented to consciousness at all; and sometimes when it is presented, it meets with a more or less indifferent reception. How shall I apportion my time? Why, I'll apportion it as chance and circumstances determine. This is too often the attitude we meet with; but such an attitude, I am firmly convinced, will never turn the world upside down with startling achievements. Yes, the question before us is very practical, and is one which every Freshman should face and answer definitely just as soon as the preliminaries for the year's work are completed.

When we seriously ask ourselves this question, we are at once confronted with the necessity of settling upon some standard by means of which to compare the various possibilities open to us. Naturally we want to give most of our time to that which is the most valuable; and we do not want to waste our time on that which is of ltttle or no moment. Now how are we to tell what is valuable and what is of little or no moment? We can determine the relative values of the claimants upon our time only when we have agreed upon a standard of judgment by means of which to compare them. Let us first try to determine such a standard.

I know of no way to arrive at such a standard except by seriously asking ourselves what a college really is and why students attend it. If we can determine why we are in college, then there is a possibility of deciding what is most worth while for the accomplishment of our purposes and what should be considered subordinate; apart from this, there is, so far as I can see, no way of reaching any decision in the matter.

Thus we are led to ask, what is the purpose of a college? It must be confessed that in this twentieth century of ours it may be urged, with some show of plausibility, that it is very difficult to tell just what the purpose of a college really is. Fifty years ago the answer to the question would not have been nearly so difficult. But we are not talking about the college of fifty years ago; we are

asking concerning the purpose of a college of to-day—Middlebury College in the year 1909, if you please. Granting the difficulties that lie in the way of answering this question, we may perhaps still be able to give an answer that wlll be generally accepted. When we think the matter over can we not all agree that the purpose of a college is education, and that the reason students attend college is to secure an education? Surely we can all find some standing-ground on this broad plateau. Let us agree, then, that the purpose of a college is education.

But this answer does not carry us very far; certainly it does not bring us to a standard which is sufficiently definite and precise to serve our present purpose. The inevitable question arises, What is education? And here we run up against another dfficulty which, in the midst of conflicting opinions, seems well-nigh hopeless. Still I think that, even here, we need not despair: analysis of the conception will perhaps throw some light into the darkness.

Let us begin our analysis of the conception with the common-place observation that education has to do with the individual student—with John Jones, Rob Brown, and so forth. And we can make the conception more definite by further remarking that education is the expansion, the development of the powers of John Jones, Rob Brown, and so forth; it is the translation of the potentialities of the individnal into actualities, the transformation of latent into kinetic energy. So far, so good. But how far have we got? Only to the conclusion that education is the development of the possibilities of individual.

And just here a further query arises to complicate our problem. What are we to understand by the potentialities of the individual which education is to develop? Unfortunately for the simplicity of our discussion, John Jones, Rob Brown and so forth are many-sided. And this fact must be taken into due consideration before we can make our notion of education very definite. Let us consider this question for a moment.

The potentialities of an individual are sometimes grouped into two general classes, which are called the physical and the mental. Man has physical capacities and he has mental capacities. These two classes of potentialities are not indendent of each other; we know nothing of the mental apart from the physical, nor do we know anything of the physical apart from the mental. But they are separable and each can be emphasised to the relative neglect of the other. Now the problem for us is: With which of the classes has education to do, with the physical or with the mental potentialities, or with both? If it has to do with both, upon which should it lay the emphasis?

The ten minutes allotted me for this paper will not allow a detailed discussion of this question. But I feel sure that a fair and unprejudiced consideration of the problem will enable us to come to an agreement that the primary aim of education for which colleges stand is to cultivate and enlarge the group of potentialities of the individual which we have called the mental; and that the physi-

cal powers must be taken into account by such education, because, and only because, the mental are inseparably bound up with them. Time forbids that this point should be argued; so I pass on, assuming that we are agreed upon it.

So far, then, we have concluded that the purpose of a college is education, and that education has to do with both the mental and the physical potentialities of the individual, but primarily with the former. This is the standard by which we are to judge our values; whatever tends to accomplish this purpose most directly is to be considered most valuable in college life, and that which does not so directly lead to the accomplishment of such a purpose is to be considered of less importance. We now ask briefly concerning some practical considerations that follow from this position.

In the first place, we are forced to conclude, if our standard is just, that the development of the mental capacities is of more worth to the college student than is the development of the physical, and therefore deserves more of his effort and attention. He should give most of his time to the prosecution of those activities which are calculated to develop most directly his mental powers. And all of this is simply to say that the curriculum should be more interesting to him than is the athletic field. Our standard of judgment forces this conclusion upon us, and presumably we are all agreed that in essentials it is just.

But the logic of our position likewise forces us to admit that the physical should not be entirely neglected. Now what proportion of time should be given to the development of the physical? This is a question which we have not answered, and which certainly deserves consideration. Here again, of course, a detailed answer is impossible. But I would submit for your careful consideration the general proposition that only so much time should be devoted to the development of the physical as will aid and supplement the development of the mental. For, you remember, we have subordinated physical to mental development, and have admitted the necessity of the development of the physical solely because it is essential to the development of the mental. It is only a means to an end, and not an end in itself; and the means is always subordinate to the end, and should be so considered.

Just a word further about athletics. If our assertion that education has to do with the *individual* be correct, then it follows that college athletics should be *general*. In the ideal order of things the physical capacities of every student would be cared for and developed; there would be no more monopoly on the athletic field than in the class-room. Our standard forces us to this poiition. This is not necessarily an argument against teams; it is rather an argument for more teams. The point is simply that athletic activity should be general, and not confined to a few students. Teams are out of place in a college only when they force those who are members of them to place too much emphasis on the physical, only when they consume more time and energy than should be given to them—that is to say, more time and energy than are necessary for the

needful development of the physical man. They are certainly in place when they offer to students the opportunity to exercise their bodies sufficiently to keep their minds keen and alert; team activity should exercise and not exhaust. And the greater the number of men reached by athletic activities, the more nearly do these activities fulfil their true function in the life of the college.

So much in general for the relative value of the development of the mental and the development of the physical. But there are other and more subtle problems which arise when we come to examine the relative values of our mental make-up. Undoubtedly, there are various mental capacities, and there seem to be various ways in which these capacities may be developed. How are we to judge among these? Just how does our standard apply to them?

Once more I must venture to submit to your thought a general principle, the validity of which I think can be firmly established in the light of our preceding discussion. The principle is a two-fold one: (a) The curriculum of the college should in all cases take precedence over every other consideration; and (b) other functions should be esteemed of higher or lower value as they approximate more or less closely to the spirit of the college curriculum. This proposition rests upon the position that the curriculum, the course of study which the college has outlined, is the most direct and significant means for the accomplishment of the purpose which the college has in view.

Let me give just two examples to illustrate what I mean by this rule. 1. Suppose the question arises in the mind of a student whether he should spend the evening in preparation for to-morrow's lessons or should devote the evening to some other function, say a dance in Hamlin Commons. The application of our rule in this instance would force him to say that he should devote the evening to study; for the conflict here is between the curriculum and something else, and our rule says that the curriculum has the first claim on the student's time. This will not be misconstrued as an argument against the dance; such a function as the dance has its place. The point of interest is simply that, with reference to the curriculum, the dance (or any other similar function) is of secondary consideration; its place is a subordinate one, and should be so regarded. 2. As a second example, let us suppose that the question in the student's mind is whether he should attend the meeting of the Civic's Club or should lounge lazily in his room with no special end in view. Here are two values; how are they to be weighed? The application of our rule would force the student to ask, "which is more nearly in keeping with the spirit of thè college curriculum? Which course of procedure would more nearly exemplify its real purpose?" This, I think, would not be difficult to decide in the case before us; the higher value could be very easily determined. And in other similar cases it seems hardly probable that, generally speaking, the application of the rule would be found extremely difficult.

Of course, I am fully alive to the difficulty of framing a rule for such a complex affair as human conduct.

Circumstances unquestionably do alter cases. Still, I am convinced that this rule, that all college functions should be evaluated according as they approximate more or less closely to thc spirit of the college curriculum, is in its fundamentals a sound one; and therefore it has all the validity to which any general principle or conduct can justly lay claim.

I shall close this paper with a summary of its points. The relative values of college functions are to be determined according as they are calculated to realize the purpose for which the college stands. The purpose for which the college stands is education,, and education is the development of the powers of the individual. These powers are mental and physical, the physical from the collegiate point of view, being subordinate to the mental. The physical should, therefore, be a means to the end, and not an end in itself. The various mental activities (and in these I include social functions, religious exercises, mental indifference as well as active application, and clubs and organizations such as this one)—these are to be evaluated according as they do or do not lead in the direction in which application to the curriculum points.

G. Watts Cunningham.

*This paper was read before the Civic's Club March 4.

WHY WE WANT A GYMNASIUM

The business of a college is the making of men. At the beginning of a college course a lot of indifferent sort of material, called freshmen, is dumped at the chapel door; and in the course of a day or so the different individual parts of that lot are classified and labeled for the different kind of work that will be necessary to form and fashion and eventually polish the different grades of raw goods in order that, when the period of four years of college are over, each part may conform to the *measure of manhood* the college holds as a standard and the world demands for a truly successful human being. To develop this unformed stuff up to manhood grade is, I reiterate, the business of any college that claims the toleration of the public or an excuse for existence.

Does not everyone agree with me to this point? I feel assured that you do. Well, then, if the business of a college is to develope manhood in the boys the public trusts to its care, whatever will obtain this end should be seized upon, whatever is necessary to this end must be furnished, and whatever will serve to lay the indispensible foundation should be one of the very first things secured and used. In the admission of the first premise we are forced to admit this, are we not? I think so. Assuming these facts to be true, what, in a general way, would you say the making of manhood consists of? Do we not ordinarily think of this as a mental and spiritual development? You have given me to understand that manhood is a spiritual potentiality,—an ability to know the world, to feel for mankind, to recognize truth, to respond to the call of duty, and to take a hold on life's problem. This then—we are speaking in generalities—is what Middlebury College is trying to instil into the makeup of its manhood; and because of this fact we have a right to demand a gymnasium. Why, say

some, a gymnasium has nothing to do with this matter. Manhood is essentially a mental and spiritual attitude. A cripple can be a man, and so can a consumptive. To be sure, but these are not the kind of men a college desires to turn out. The men we speak of are those who are in the world to do the world's work, who are fitted body and mind to grasp a problem and hang on, the kind of men who take a polish that will not rub off. You may get a semblance of polish on a rotten board; but your board will quickly break and then there goes your labor for nothing.

We do not want to become lost in a maze of detail and figure; so I will state as briefly and simple as possible my views as to the reason Middlebury needs a gymnasium: My main argument rests on this apparent fact, that in order to have a healthy mental and moral growth we *must* have a healthy body. The physical health is the foundation. To be sure we recognize the character in its spiritual aspect, but do not forget that, although the flower is fair and fragrant, its beauty, its fragrance, its existence comes, not of itself, but through the health and strength of the stem and root on which it depends for sustenance.

The average student enters college as an undeveloped boy, at a time in life when he is, so to speak' undergoing all kinds of changes, when his body and mind are susceptible to even slight influences. In order to fully develop him the college must look both to his mind and body. This would be the reasonable thing to expect, but strange to say it is the thing we do not find. The boy's mind is turned over to the tender mercies of the educational machinery and his body is left to itself and being blind (figuratively speaking) it does not seem to get much of anywhere. Now this is not a natural condition, you must admit.

In the good old days the boy had to stay at home on the farm and help father do the work. There was the plowing, the haying, and the wood pile. There was a great deal of healthy work to be done, and the boy of that day did it. But somehow things are different now. The boy in college has no real physical work to do. He can lay around and get lazy just as well as not. As a matter of fact that is what most of them do. The result is the body does not develop as it should, and often becomes the seat of sickness and the home of vice. But nevertheless it is on this same body that the man of the future is being built. It seems to me that this is a matter which deserves the most serious consideration from our edncators.

In ordinary life the boy would get the exercise necessary, because of the circumstances of his work; but college conditions are very different. The boy is left to himself ontside of the lecture room, and generally he does not do much that will develop his physical being, At any rate there are always a goodly number who do not consider physical exercise of enough importance to make the exertion which athletics demand; and so the muscles get flabby, the blood stale, and little by little the desire and ability of the mind to grow falls off.

A properly equipped gymnasium with an efficient physical director would correct this bad condition. Everyone could and would take a

proper amount of exercise. The director would see that the work conformed to the needs of the individual; and the result would be a clean, fit body and a keen, competent mind. Now this is not mere theory, for it has been proved many times.

As things are now a fellow can get good exercise during the early fall and late spring in strolls to Beldens and Chipman Hill; but the winters are one continual seige of colds and grippe. I firmly believe that this state of affairs could be made better through the means of a gymnasium. A little systematic exercise in the gym would make one better fit to take the strolls during the fall and spring, and during the winter would make the doctor's business on the hill highly unprofitable. It is not a hospital we want, but a gymnasium for live men.

In summary let me say that in order to study well we must feel well physically, in order to grow mentally the foundation of the mental structure, the body, must be strong and symmetrical, in order to be morally clean we must be physically clean. In other words, in order to attain the *measure of manhood* that a college must set as a standard and which the world demands of all who would attain true success, the body must be developed and healthy. You have already granted me that the business of a college was to make men, and that those means which were necessary to this end were the means of first consideration. Have we not shown that manhood hinges on the body, and that the condition of the body depends on systematic training which can be obtained only in a gymnasium?

This is the principle argument for a gymnasium; but there are a hundred and one good, valid, secondary pleas which we may put forth later.

CIVICS CLUB

On Wednesday, March 3, the Civics Club held its second meeting in the College chapel It was a great success, although the inclement weather caused the attendance to be rather small. The program was conducted in the same manner as that of the previous meeting. C. H. Beane, '09, was the first speaker. His subject was "The New Campus," and he endeavored to give an idea of the method that would be employed in editing the magazine. Emphasis was laid upon the fact that it was the student organ and that it challenged the student support. Egbert Hadley, '10, speaking upon the same subject, presented a business history of the old *Undergraduate* and the present CAMPUS. He called for the student support in a financial way, as the more funds the manager has at his disposal the better the paper can be made.

R. A. Stevens, '09, talked about Junior Week, giving a history of this institution in Middlebury College and speaking of the plans and hopes of the present committee. He said that the committee must have funds in order to get desirable sub-freshmen during the days set apart for the festivities in May. He also spoke of methods of raising money, and ended by an appeal for every man in college to actively co-operate in bringing about a successful Junior Week. This talk was followed by one on the Freshmen Rules by S. W. Sanford,

'09, in which it was shown what had been obtained and what was lacking in the rules and in the enforcement of them. Other possible rules were mentioned, and certain Freshmen instructions from Harvard were read.

Coach Goode of the baseball team then gave a talk on "Baseball." He showed the good old Dartmouth spirit and transmitted some of it to his listeners. The last scheduled number was a paper on "Relative Values in College Life," by Dr. Cunningham. This was a most excellent paper, and as we print it elsewhere in this CAMPUS we will omit further mention of it here. President Thomas finished the program by answering certain questions that had been handed in before the meeting.

We desire to emphasize the fact that the Civics Club is an eminent success. It fills a want that has long been felt. Here the men of the college can get together and discuss in a straightforwaad way the questions that interest and perplex. It furnishes an opportunity to settle misunderstandings of one sort or another, and to create and keep warm that mysterious college spirit. In a meeting of this kind men can be reached better than in any other way. We regret only that every man in college does not accept this excellent opportunity of improving himself both as a student and a citizen.

The committee are busy in preparing for another meeting. THE CAMPUS urges that these meetings be continued throughout the spring.

GLEE CLUB CONCERT.

On the sixteenth of April—remember the date—the Musical Association of the College will give a concert in the town hall. This annual concert has become one of the important entertainments of the year, ranking in popularity with the college and townspeople, close second to the Century Club Course. The College this year has an excellent Glee Club, which has taken well wherever it has appeared. Besides this ever popular club, there are the quartet, soloists, orchestra, and Mandolin Club. The Musical Association is fully equipped this season, and we promise that the concert in Middlebury will be a most enjoyable occasion.

"IDEALS OF LIFE."

On Friday evening, March 5, Mr. James A. Ayers, Superintendent of Education in St. Albans, and a graduate of Hamilton College, delivered a lecture before the students on "Ideals of Life." It was an exeeedingly strong address, and yet very beautiful. Mr. Ayers showed that besides being a broadly educated man, who was conversant with the sciences and notions of the day, that he was a thinker and a poet, at least in his sympathies. His talk was not in the least dramatic, but was one of those inspirational kind from the hearing of which a man goes out feeling stronger and kinder, with sympathies more ready to respond to the smile or the tear of the world.

WASHINGTON'S BIRTHDAY BANQUET

On the evening of February 22nd the men and faculty of the college celebrated the anniversary of Washington's birth with a banquet at Hamlin Commons. Col. Frank L.

Greene of St. Albans and Hon. Frank L. Fish of Vergennes were present and responded to toasts. After dinner the following literary program was rendered :

President's Address,	W. H. Carter
Oration,	D. J. Ricker
Declamation,	L. D. Smith
Music.	
Toastmaster,	R. A. Stevens
"The Cherry Tree,"	H. L. French
"The Absent,"	E. C. Hadley
Music.	
"Washington, the Man,"	Prof. W. E. Howard
Music.	
"Ye Grind,"	E. W. Barnes
"The Boys of '76,"	E. L. O'Neil
Music.	
"The New Vermont,"	Col. Frank L. Greene
"The Poet and the Lawyer,"	Hon. F. L. Fish
Music.	
"Good Night,"	Pres. J. M. Thomas
Singing of "America."	

Y. M. C. A. NOTES.

On Tuesday evening, February 20, Mr. Louis Hieb, State Secretary of the Y. M. C. A., gave a very interesting and inspiring address on "Bible Study" in the Association room. He was accompanied by Mr. Stewart of Middlebury, County Secretary, who also participated in the service.

The meeting of Tuesday evening, February 27, was conducted by Evangelist D. F. Brooks in the College chapel. Mr. Brooks' subject was "Preach the Word."

On March 3 the Rev. Mr. Berg, pastor of the Congregational Church at Brandon, and Mr. Wilber of the Hartford Theological Seminary, addressed the men of the college. Mr. Berg spoke very clearly and forcibly on "The Challange of the Christian Ministry to Young Men", while Mr. Wilber spoke in the interests of the coming Conference of Theological Seminaries at Hartford, Conn.

Y. W. C. A. NOTES.

The second Y. W. C. A. banquet was held on Saturday evening, February 13, in the vestry of the Congregational Church. The room was prettily decorated with red and white crepe paper, which color scheme was carried out in menu cards and napkins. The banquet was a marked success in every way. College and class spirit was manifested in songs, and "yells" rang loud and clear between the courses. The conventional toasts were replaced this year by committee "stunts" which revealed much hitherto unappreciated ability, especially along dramatic and musical lines. Mrs. McGifton made a very successful mistress spirit. Nearly all of the faculty ladies were present, and the success of the evening was in a large measure due to their hearty cooperation.

The Young Women's Christian Associations in the colleges and schools of Vermont and New Hampshire held a conference at Montpelier Seminary, February 26 to March 1. The number of delegates representing the different institutions were, New Hampshire State Normal, 20, Middlebury, 14, University of Vermont, 13, Tilton Seminary, 4, and Vermont Academy, 4. Those who went from the local association were, Misses Gates, '09, Munsey, '09, McLeod, '09, Bagley, '10, Cater, '10, Meibert, '10, Raymond, '10, Allen, '11, Burnham, '10, Agnew, '12, Holden, '12, Croft, '12, Schoonmaker, '12, and Watkins, '12.

At the Y. W. C. A. Student Confer-

ence, held in Montpelier, President Thomas addressed the meeting of February 26 on "The Student Heritage."

A COMING EVENT

As you know, our Y. W. C. A. is not blessed with a superfluity of funds. To get money enough for a banquet from which we all expect to realize more or less pleasure, is a mild form of pulling teeth. This can only be accounted for by the statement of a general dirth of cold cash. So when it comes to raising money for missions and Silver Bay, real trouble begins. Of course, we want to make as good a showing as possible in every field, but especially are we anxious to have Middlebury hold her own at the annual spring conference at Lake George. To raise money we have tried candy sales, fancy work sales, reading classes and personal subscriptions, but work as we would our delegates have never numbered more than three at a time in all our experience.

We felt that this year we needed something different,—something to raise money on a much larger scale. To do this, therefore, we are to give a Glee Club Concert in the Town Hall of Middlebury early in April. This is to be our first appearance before a Middlebury audience, and as is usual with first appearances, we are anxious to leave a good impression, so that we may come again and be well received. Do you need a better guarantee for the character of the performance? The concert is to consist of two parts, the first consisting of selections by the Glee Club alone, including choruses, trios, quartets, readings, etc. The music rendered is to be entirely new, and the girls are practicing it regularly twice a week to insure as great a degree of perfection as possible. The second half of the concert is to consist of a beautiful high-grade cantata by Wilfred Bendall, entitled "The Lady of Shalott." The poem on which this cantata is based is very well known and needs no eulogy, but in this sweet and touching musical setting it appeals to one in a new way. The training is being conducted entirely by Mrs. Howard, who has a wonderful faculty and ability for the handling of chorus work. After the concert will come a dance, to which every body is cordially invited. The music is to be furnished by the college orchestra, and a general good time is assured.

TO THE WOMEN.

One of the things most to be desired in our college life is an increase of college spirit. This is at present the crying need among us. The essential thing is a Middlebury spirit.

Like all problems that come to us for solution, this must be worked out in some natural, definite, logical fashion.

It seems that one very practical way of obtaining this end is by holding regular student assemblies. The men have a Civics Club which is doing a good work in the increasing of a feeling of general brotherhood. Why should the women be backward in this respect? I suggest that we form a similar organization to increase our sadly deficient knowledge of current events, problems of the day, etc,, to arouse among us a feeling of sisterhood, and, consequently, to create a strong, hearty, college spirit toward the "Midd we love so well."

FROM OTHER COLLEGES

Not the least interesting of the material at our disposal are the magazines and papers which we receive from sister institutions. The selections that follow are clippings that give a very good idea of the work our contemporaries are doing. The Muse seems seems to be very much alive yet.

SUNSET—A PICTURE

The realms of the Sunset are far, far away
O'er the rounded blue rim of the world;
And when even' heralds the dying of day,
The courier sunbeams, unwilling to stay
Slow-scaling the heavens, no longer delay,
But march to the westward in royal array,
With amethyst banners unfurled.

They wind down the cloud-strewn frontiers to the sea
And with flags all the heavens enfold,
As roguishly kissing the shadows, they flee
In merry retreat, rushing careless and free
O'er purpling prairie and valley and lea,
To die in a riot of color and glee,
—A glory of crimson and gold.

—*From Bates Student.*

TO LUNA

Bright moon, they tell me thou art dead and cold,
Thy pulses still,—I know thee otherwise.
O'er snowy-peaked Japan I see thee rise,
Float slowly over Asia, mystic, old,
Whiten vast tombs where kings of Egypt mould,
Cast purple shadows where pale Athens lies
In graceful ruins, while the sea-breeze sighs
From o'er the Egean turned to shimmering gold.

All nature wearied with the sunlight sleeps,
While thou art sailing tireless overhead.
Only the cricket with his fairy fife,
Or some sweet bird her restless vigil keeps,
Awaking from a dream.—Thou art not dead!
In thine eternal motion Thou art Life!

—*Eugene Bradford in The Bowdoin Quill.*

THE GRAVE OF KEATS

It is a quiet corner where he sleeps
Yonder without the old gray Roman wall,
By the dark sentinel ilex sad and tall,
Where the hoar pyramid of Cestius keeps
Faithful and silent watch. Over him sweeps
The glowing Southern sky; around him grow
Sweet English violets that breathe and blow
With every Spring that comes; green ivy creeps
Low through the clinging grass, and till the end
He rests beside a friend. Is there a place
More fair in all God's earth for him to lie?
There nature on the sleeping bard may spend
Her richest gifts and ever fair of face
Smile sunshine down.—A. G. G,

—*From B. U. Beacon.*

THE LITTLE YANKEE COLLEGE.

Since the world was first created there has been some wear and tear,
And little wheels have slipped their cogs, or rusted here and there;
So God he built the Yankee, lank and odd to look upon,
But fit to do the little things that needed to be done.

The Yankee did his duty, but he noticed now and then
The wages that were offered by the devil unto men.
So, lest his children's children be lured and led astray,
Said he "I'll build them temples that will flout the devil's pay.

"I'll carve my high commission into tablets made of stone—
Let the spirit be the Master's and the workmanship my own."
Firm of will, the Yankee builder did his work and went before,
And the little Yankee college acts as his executor.

The little Yankee college, it is shadowed now and then
By mightier machinery for educating men,
But we seem to hear that builder's ghostly whisper, "I opine
The little mills grind fewer grains, but grind 'em extra fine."

The little Yankee colleges, God bless them,
heart and soul—
Each little lump of leaven that leaveneth the
whole!
What need of mighty numbers, if they fashion,
one by one,
The men who do the little things a-needing
to be done.

—*Burgess Johnson, Amherst, '99.*

ALASKA-YUKON-PACIFIC EXPOSITION.

The attention of the Middlebury students is called to the big exposition to be held in Seattle from June 1 to October 16, 1909, by the following letter:

To the Editor—The enclosed matter is sent to you by a committee representing the Associated Students of the University of Washington, Seattle. It is prepared to exploit the Alaska-Yukon-Pacific Exposition, which will be held on the University campus next summer, but it is written so as to be of interest to all College men. The committee hopes that you will be able to use some of it. If there is any special feature you want an exclusive story on, please communicate with J. H. Watrous, Beta Theta Pi House, University Station, Seattle. Cuts will be furnished gladly.

J. H. WATROUS,
H. G. BOWMAN,
G. V. STAHL,
} Committee.

"The new athletic stadium, to be used during the Alaska-Yukon-Pacific Exposition in Seattle next summer, will be held dear by the students of the University of Washington for several reasons. Not only will they witness upon it the struggles of their own favorites in intercollegiate contests, but theirs will be the satisfaction of knowing that their assistance greatly aided and forwarded the movement to erect a new stadium.

"Once again Washington's spirit is being manifested and in a new field entirely. Not content with giving their contests physical, mental, moral, financial, and vocal support, the students of Washington are now aiming to improve the none too good facilities under which the contests are held. The kind gift of the Exposition officials of the Auditorium does not put the track and athletic field in better shape. Rising loyally to meet the demand of athletics, the students, themselves, started a campaign for funds for a new stadium. Cheerfully and voluntarily they assumed the task and, aided by the financial kindness of Seattle business men and the Alaska-Yukon-Pacific officials, the stadium is now a certainty.

"The exhibition of loyalty to the welfare of the University is an example that could be followed in other colleges with benefit. The success following the efforts of the Washington students shows how much loyalty is rewarded.

"Work on its grounds that would have taken the University of Washington at Seattle ten years to accomplish, has been done in two years by the Alaska-Yukon-Pacific Exposition, in preparation for the great World's Fair which is to be held on the University campus during the summer of 1909. Approximately $1,600,000 is being expended for permanent buildings and in further beautifying the campus.

"The Exposition has spent more than $300,000 in work on the grounds, exclusive of buildings. Five miles of roads and avenues have been graded and paved with asphalt. A complete sewerage system, embracing three miles of pipe, has been laid. With this goes the seven miles of water

mains that cover the entire campus.

"After the Exposition is over the University will find it has a natural amphitheatre staged and seated, able at least to care for 25,000 persons.

"Besides these things, two subways have been constructed under the Northern Pacific railroad tracks which cross the lower campus. Another $100,000 has been spent in parking the grounds in terraces, shrubs and trees and in every way possible to beautify the University campus on which the Exposition stands.

"So great is the interest of the students of the University of Washington in rowing, that the faculty has found it necessary to substitute that branch of athletics for the regular gymnasium work. Every day at eleven, two and three o'clock the student gymnasium classes go to Lake Washington, which is only two blocks from the University buildings, and row for an hour in the barges belonging to the associated students.

"The work in the open air is one of the best means of exercise, besides developing future crew material. In addition to these men, who are rowing mostly for exercise, there are the first and second crews now training hard for the regettas to be held this summer during the Alaska-Yukon-Pacific Exposition. In fact the promise of several closely contested races this summer has doubled the interest in rowing and great victories are expected by tbe student body.

"After four months of training, during all kinds of weather, the candidates for the crew at the University of Washington have become very proficient in the use of oars and are ready to compete actively for a place on the first crew. All the last year's first and second crews turned out for their first practice this season on February 1, and as all the men, except one, of last year's championship crew are in college, the struggle for a place this year promises to be very exciting.

"Coach Conibear, who has been very successful in past seasons, is hopeful of having another winning aggregation. As this year will be unusually important in rowing circles on account of the large number of visitors who will be in Seattle, the management is hoping to make enough money this season to purchase much additional rowing equipment.

"The fact that the management of the Alaska-Yukon-Pacific Exposition is offering great inducements to Eastern crews, will no doubt greatly increase the competition in this year's regetta, and in addition to the patronage that has always been secured from the people of Seattle, the crowds at the exposition this summer will put this branch of athletics on a much firmer footing financially."

BOSTON ALUMNI MEETING.

The annual banquet of the Boston Alumni Association was held on the evening of Friday, February 19, at the American House in Boston. After an hour of greetings and pleasant renew- all of the old-time MIDDLEBURY story and class-room tradition—one is never quite certain where to draw the line between tradition and truth in college reminiscences. But who cares to?—the company took possession of a private dining room and did justice to a menu worthy of the gathering. That a Boston dinner company must have,

at least as a side-dish, the historic beans or codfish, seemed entirely disproved in this case. But the traditional cultural environment of the Hub was happily not lacking. For the guests, the Rev. Dr. Mann, Rector of the famous Trinity Parish, spoke on the opportunity of the small college; for the alumni, Dr. Van Allen, '90, talked in delightful vein of some of his memoirs of Middlebury; for the trustees, Dr. James L. Barton, '81, spoke a word of welcome; from the college, President Thomas and Professor Sanford brought greeting. The company evinced enthusiastic approval of the college policy outlined by President Thomas in his remarks and the story of his successful endeavor to secure the appropriation for the Departmnnt of Pedagogy, the growth of the Pearson Fund, and the other details of his work were listened to with deep and appreciative attention.

FROM THE ALUMNI.

We have received several letters from the alumni since the February issue, in which there were words of advice, commendation, encouragement, and reminiscence. We are especially glad to get such letters, for it shows an interest and sympathy that we might otherwise remain in ignorance of. A letter like the following proves what the Middlebury spirit really is. It is from a well-known business man in the vicinity of New York:

Editor Middlebury Campus:—

Yes, "Three cheers for things in general!" And three times three for the students of Middlebury! Who's all right? The editor of THE CAMPUS is all right. Did you read his leading editorial? Who else is all right? Farnsworth, that presidential satellite of the first magnitude. Thanks be to him that he "carpediened," and may his tribe increase! We opine with him, in the absence of evidence to the contrary, that his disseration on the "Culture of Lincoln" was masterful, but a "characteristic timidity" that would suggest substituting mere observations for oratorical lucubration, is unique. "Inspired silcnce" befits the most of us, but not such as he, for are not many called and few chosen? We "bewhiskered forerunners" have occasional opportunity to read or hear of Lincoln, but it ls not often given to us to hear a student, regarding whom it doth not yet appear what he shall be but who surely is not yet "most certainly dead", just speak right out in meeting and say things.

Farnsworth says "There is no reason under heaven why we should not have here on this hill the best and snappiest college on the market'" Certainly not and why not? But verily this is going some! Here comes a student, even in this effete East, earnestly imbued with an idea to give a new local meaning to the verb "wake", who uses another word with significance such as no lexicographer has yet presumed to thus name or define, and it is well, for may not a college be at the same time both "best" and "snappiest"? And shall this be only as the voice of one crying in the wilderness? Not so, for here is one who from reading the words writ, finds himself thinking he would dearly love to follow the suggestion given, and take out p. g. papers for himself, or better yet, apply for admission to Class 1913.

Very truly yours,

TWENTY YEARS A FRESHMAN.

MARCH 22, 1907.

ALUMNI NOTES.

(Contrary to the usual custom, and perhaps contrary to the strict rendering of the title, the alumni and non-graduate notes are included under this department. We urge all alumni and all former sons of Middlebury to remember that the success of this department depends upon their contributions. Contributions should be addressed to M. J. Pond, Alumni Editor, Middlebury, Vt.)

'47. The following is a clipping from a New York paper of considerable critical authority: "There is no end of editions of Shakespeare's works, for students and the general reader, of commentaries, criticism and books about Shakespeare. In the publishing field no subject is more profitable. Discussion of Shakespeare persists hourly, daily, weekly, from many points of view. The plays are no longer acted as generally they used to be, but the number of readers of Shakespeare increases continually, and their demand for texts and information is met. There is now at hand a fresh assortment of books for the student of the great dramatist and others relating to his work for readers who have no claim to be called students, but whose inheritance of Shakespeare's literary wealth is just as indisputable.

In the preface to his "Shakespeare: Five Lectures," (New York: Fleming H. Revell Company, $1,) Prof. George Nye Boardman of the Chicago Theological Seminary hastens to declare that he is "not at all a Shakespearean scholar." This is reassuring, to begin with. There are too few sane writers on Shakespeare who are not avowed "Shakespearean scholars," with all the prejudices of their kind. Prof. Boardman cares not at all for the disputed meaning of texts. But he has formed many pleasing opinions of his own of the poet from reading the texts carefully clarified by others after many years of dispute. He is the first lecturer on the great dramatist to remark that "his writings consist so much of unrelated compositions that they are not easily compacted into a unity." Moreover, "his most brilliant passages are so isolated that they are liable to be passed unnoticed and in any case are not readily retained in memory by association." Who else ever thought to say of the "topics" which Shakespeare treats that "they are so varied and, to a superficial view, so commonplace, that, as mere objects of thought, they excite but little interest?" Here, indeed, is a fresh mind at work on Shakespeare, all the better for its freedom from philological, doctrinal, disputatious foibles of scholarship.

Some decided opinions on disputed matters Prof. Boardman has formed in his own free way. He is inclined to accept the Sir Thomas Lucy legend as fact, and he believes that the Sonnets are largely autobiographical. "Park Goodwin," by the way, for Parke Godwin, in such a book, is inexcusable, though it is clearly a printer's error. Prof. Boardman seems to have derived much of the inspiration for his remarks on the Sonnets from the late Mr. Godwin's admirable book. As we read on we find that Prof. Boardman has quite enough of the real Shakespearean scholarship, to wit, knowledge of and sympathy with his subject, to make his lectures entertaining and stimulating. His work is readable and agreeable."

'51. A gift to the College of $150 has been received from a daughter of Dr. George Dunsmore, who died December 30, 1907. The amount has been applied on the Pearson Fund.

'54. The following is a brief memoir by Mabel Torrey Herrick of Elijah Marble Torrey, an earlier son of Midd. "Elijah Marble Torrey was a son of Luther and Eunice Hyde Tor-

rey and was born in Stratton, Vt., Jan. 12, 1828. His father was an innkeeper and he, having been born in the day of the stage, gleaned his boyhood knowledge of the outside world from the cross-country traveller. Young Elijah was but twelve years old at the time of Stratton's big convention with Daniel Webster as orator, still he never forgot the facts of that event. Elijah was of scholarly attainments and prepared himself for college at Burr and Burton Seminary of Manchester, Vt., and the Leland and Gray Seminary of Townshend. From these he entered Middlebury College, graduating in the Class of 1854, with the degrees of A. B. and A. M. He commenced teaching immediately and taught until 1866. Mr. Torrey was twice married, his first wife being Aurelia A. Buffum of Dorset, to whom he was married Jan. 2, 1860, and who died Aug. 31, 1871. His second wife was Miss Aurelia Gilmore of Chesterland, Ohio, to whom he was married Dec. 11, 1874. His later life was spent in farming and literature, though he never lost his interest in education, having been for thirty years superintendent of the schools of Dorset, and Chairman of the Burlington County Board of Education, 1889–90. He held local offices of importance in Dorset for many years. His pen was the chief pleasure of his later life, and from it came many interesting and entertaining tales. He was a connecting link between the present and the past, and his recitals of the local events of the early years of the last century were particularly interesting. He died May 13, 1908.

Ex-'53. In sending a contribution toward the Pearson Fund, Rev. M. Emory Wright of Gloucester, Mass., says: "I am nearly 81 years old and just finished 53 consecutive, unbroken years of pulpit and pastoral service. I no more weary of the sacred work than 40 years ago; am not a day older in my feelings." Mr. Wright's penmanship is clearer and neater than that of the ordinary student of to-day, despite his over fourscore years. To President Thomas, who congratulated Mr. Wright on the maintenance of vigor, he wrote: "I crave your forbearance in again levying upon your time and patience. I have hesitated before venturing upon this step. But your fraternal and sympathetic response to my former note encourages me to add this supplementary word. Almost literally I have accumulated the traditional 'barrel of sermons,' every one fully written with the most painstaking accuracy of which I am capable. Yet I never allow myself to repeat one of them upon any occasion, without so exacting a revision that it virtually becomes a new production. My unvarying practice, however, save when called away or otherwise hindered, is to select for study a subject which I have never before treated. My object is first to hold my mind so rigidly buckled in the harness of discipline as to keep my thoughts as fresh and my style as vigorous as I can possibly attain. My second aim is to gratify an eager relish for that practice, which is only intensified as the years pass. An incidental advantage of no slight value is that this incessant practice keeps my hand as firm and as steady as at twenty. Though always having my manuscript before me, I endeavor so to familiarize myself with my theme as to feel no

sense of bondage to the written page. I thus aim to shun alike the monotony of the mere reader and the frequent verbosity of the mere extemporist. At all events my own habit of mind has most inclined me to this method, and it appears to have given no offence. Trusting that I have not wholly aroused your aversion, I promise never more to commit a like trespass."

Ex-'62. George Mallery, for nearly forty years minute clerk in the Chancery Court at Memphis, Tenn., died on October 6, 1904. He was succeeded by his granddaughter, Miss Anna J. Beggs.

'65 and '76. It is pleasant to hear of honors which come to the grandchildren of Middlebury, as well as to her children. The highest elective office at Barnard College, New York City, is that of President of the Undergraduate Association, an organization composing the entire student body united for self-government. For the last two years this office has been held by a daughter of a Middlebury alumnus,—in 1907-8 by Miss Marguerite Newland, daughter of David J. Newland, '65, and in '08-'09, by Miss Eleanor Gay, daughter of W. W. Gay, '76.

'68. On February 24 Judge Oscar D. Scott of Texarkana, Ark., died at his home. He was one of Middlebury's sons of the Civil War times who left college to take up the nation's work in the hour of her need. At the battle of Cold Harbor he lost a leg. During his life he was school-teacher, lawyer and judge, in all of which vocations he was eminently a gentleman. From his early college days he was always popular, because he was a true man and a staunch friend.

'72. Rev. Kerr C. Anderson, D. D., has not forgotten his interest in Middlebury in his faraway home in Scotland, as is indicated by the following letter to President Thomas: "Herewith I send a draft for ten pounds, my mite towards the D. K. Pearsons Building and Endowment Fund. I send this with very hearty good wishes for the prosperity of the old College. I owe much—very much—to it, and I shall never cease to be grateful. I thank you very much for your kind invitation to be present at next commencement. It is, I am sorry to say, quite impossible for me to leave my work this year. I need not say how pleased I should be to see the college buildings and campus again. Perhaps I may be able before my work is done."

'90. That recent publication, "The Christian Faith and the Old Testament," by President Thomas, has been attracting considerable attention in theological circles. *The Homelitic Review* prints a picture of Dr. Thomas and devotes several pages to quoting from his work, while *The Auburn Seminary Record* gives a most favorable critical estimate of the book, saying: "It would be hard to find elsewhere in one hundred and thirty pages so much illuminating statement of the central conclusions of modern Old Testament study, so much vital understanding of Christianity, and so much grasp of the application of religious truth to life. The work witnesses throughout to being * * * the work of a thoroughgoing, sound and fearless scholar."

'92. Mr. O. H. Collins of Shoreham is recently the father of a child.

'97. At the fourth quarterly conference of the Methodist Church, Ballston, N. Y., held March 10, a motion was unanimously adopted requesting the return of the present pastor, Rev. Luther A. Brown, for another year. This was Mr. Brown's first year in that place, and his services were very acceptable.

'99. Frank W. Cady, professor of English at McKendree College, Ill, has accepted the position of assistant professor of English at Middlebury. He is the son of the Rev. Martin E. Cady, D. D., Middlebury, '69. Frank Cady recently obtained the degree of bachelor of letters from Oxford University, England.

'00. United States Commissioner E. C. Lawrence of Malone and Judge F. G. Paddock have been summoned to appear May 26th in New Mexico to give evidence in a Chinese case pending there.

'01. Allen Nelson has been elected secretary of the Macmillan Publishing Company of New York.

Ex.-04. L. H. Hovey, who has until recently been the western representative of New York firm of jewelers, has been transferred to New York and New England. He made Middlebury a visit the first part of March.

Ex-'07. Yoshimitsu Suzuki, recently graduated from Cornell University with the degree of Master of Arts, is now in a department of Columbia University persuing studies for the degree of Ph. D.

Ex-'07. William J. Shanahan, a recent graduate of the Law Department of Boston University, has been admitted to the bar of Massachusetts, and has taken offices in Boston.

'08. S. B. Pettingill, Yale Law School, '11, writes that the reports of the "New Middlebury" make him feel that he went to college too early. There is no doubt that the present students are enjoying advantages not possible in his day; but let him remember that it is because such men as he came to Middlebury when they did that makes the new regime possible.

Hiram Parker Williamson, who is connected with the University of Chicago, was one of the lecturers scheduled on the program of the Alliance Francaise. His subject was "La Francaise Historique."

Elsewhere in this issue may be found an accouut of the Alumni Banquet held in Boston.

FLASHLIGHTS.

There has recently come to the ears of the most of us the astounding intelligence that no plans are to be made for the Thursday night of Junior Week as prayer-meeting night might thereby be seriously affected. "What a business." We raved, we wept, and relapsed rapidly into a state of coma.

Now that the astonisment has passed and the succeeding uproar swelled and quieted, we are left high and dry to meditate in the cold grev light of reality on the mutability of human affairs. Behold how we are changed. We call to mind the spirit of progress and encouragement with which the last, eventful, and ever-to-be-remembered Commencement was so thoroughly embued, the lifting of the clouds of doubt and pessimism, the

out-pouring of the light of hope and confidence. We recall with some measure of incredulity with what complacency and satisfaction we anticipated throughout the summer the beginning of the new regieme, and how upon returning our expectations were more than realized. The very atmosphere was changed. A strange new spirit of alertness and spontaneity was felt by all of us. The old barriers of prejudice and ultra-conservatism were swept away. We went at our work with enthusiasm because it was of our own choosing. We entered with eagerness and heartiness into college activities, proud of the institution for what it was, rejoicing, boastingly rejoicing in what it promised shortly to become. We presented formally and perhaps for the first time to our fraternity goats the college seal and with such success that it has dangled ever since most coyly from their respective necks. And in the midst of it all lived and moved a personality who elicited not only our respect but our affection. Hearty, genuine, energetic, approachable, waving aloft the motto, "the college for the man" and we were mighty glad to be the men.

And what has he done? Given us a curriculum that would tickle an Epicurean palate, completed a fund which seemed impossible and interminably lured the legislature to his rock and damaged it to the tune of $6000 per annum, established a summer school which will scatter the name of Middlebury like feathers in a blizzard, issued a catalogue that's got them all a going, boomed the college in multitudinous addresses and appearances from Bolton Notch to Oyster Bay,—and still we sigh.

To an alien understanding this sounds absurd. "Hasn't this man done more for the place in nine months than has been accomplished in the last five hundred years?" "Certainly," we reply. "Well, in heaven's name——" "Hush, my foreign friend," we butt in, "'s blood, did you never hear of the man who turned in vain for an hour on the freezer only to find he'd forgotten—the vanilla?" "Faith, and phwhat a leetle thing!"

Observe our text, how subtly presented. Big things have been done, big for the college, big for us. But little things have subsequently been interspersed which, like a leak in the boiler, render the consequent suspense both moist and discomforting. Little do they seem, but the damage remains to be calculated. To be explicit, such measures as corking up our dances at twelve o'clock, knocking a hole in our Junior Week program, taking a hand in our fraternity rides, hauling our freshmen away from us next fall. Think of it! And when we stop and think, and goodness knows that's coming to be about the most exciting thing left to us, we deplore not alone the present inability to hop till the clocks stop talking midnight, an interference in a hard won Junior Week, an evident tendency to put the kibosh on all our social, communistic and convivial aspirations. It is not this alone, but the resultant dying and deadening of that elusive and all-important spirit of loyalty and enthusiasm for the college and its leadership that we do lament. Since the opening of the present act, trust is giving way to suspicion, confidence to scepticism, loyalty to lethargy. In a

word, we are slipping back where we were two years ago, the faculty in one boat, we in the other, and between a sea of prejudice and distrust and misunderstanding which is widening week by week. It is this we regret, and it is the short-sightedness which is bringing this to pass that is so hard to understand.

Is the hearty support of the student body so mean and inconsequent a thing as to be lightly discarded for indulgement in a few theories on student piety? Is the good feeling and harmony which until recently prevailed less conducive to the growth and progress of the institution than the indifference and neglect which is steadily increasing? A wrong estimate of the above values is inconceivable. In justice we can but believe that the present policy is but the result of an imperfect observation of local conditions.

Middlebury is a good place for a college. It's a good place in which to work. And we come here to work. Yet with zeal for the establishment of standards of ever increasing efficiency, the administration, we feel, fails at times to note the universal and pathetic principle that persistent and effective endeavor obtains only in conjunction with happiness and contentment. In one sense there is nothing to interfere with steady and thorough application. In another, the very lack of healthy and stimulating diversion tends but to detract from the desired potentiality. All work and no play may be a good motto for the theory category, but it is a rather precarious experiment for student life.

It's true we're not Vanderbilts nor even state representatives, but just the same we want and need a good time. And it is only right; we feel that what means we have should be permitted to afford us at least some participation in the pleasures and good cheer which student life can consistently offer. The big majority of us are not contented. The disparaging remarks which every day calls forth, the eagerness, for which home is far from being alone responsible, with which men look forward to the term's end and the return to an environment of congenial and accustomed things, the difficulty with which they are inveagled into remaining over even one day of commencement, attest most eloquently the truth of this assertion. They are not contented, and in the degree to which this applies individual work grows lax and deficient. Such, alas, is human nature, but as the geeser said regarding money, "Give us plenty of the root." There may be in our midst, it is true, certain inspired and uplifted individuals, to whom a good time was never socially presented, who by virtue of their superior calling are enabled to scorn the allurement of the flesh, still, though most of us poor fellows are grievously normal and uninteresting, our claims as a somewhat bewildering majority should receive at least the passing nod of recognition.

What does our social life amount to, what is there to do? A few dances, a few parties, and even these are pruned. Rides we hear will shortly fail to be countenanced. In heaven's name what can we do, and what can we say by way of dissausion and encouragement to a man on the point of packing up for home? This has occurred more than once this winter term. Is such a man, disgusted and

homesick, in any condition to do good work or in any frame of mind to support the college with spirit and heartiness? Our fraternities are blamed for poor underclass scholarship. Can any brotherhood, we ask, however, efficient in its peculiar capacity, successfully combat such an atmosphere? We have at least reason to congratulate ourselves on not conceiving such abnormality a virtue.

Enough has been said. The fact remains that despite the effort of fraternities and clubs and associations the Middlebury atmosphere is not congenial and the Middlebury spirit a thing to be lamented and deplored. We have every reason to fear that should this continue, no matter how broadened our curriculum, how enhanced our facilities, how persistent our advertising, the time-honored rut will continue to bound our activities, and the hopes of alumni and student alike slump to sea level.

We want the college to grow and prosper, we want its sphere of usefulness to reach out in ever widening circles to good fellows everywhere, we want it a place where we will learn not only from books and lectures, but from friendship and good fellowship. We want it to become a bigger and better and healthier place. We are ready to help. We are doing what we can now, and we can only hope that sooner or later the worthiness of our aims will be recognized and that our efforts will not have been in vain.

Prex, Prex, come back with us to last commencement, understand us and feel with us as you did then, see what a colorless and monotonous thing the life here is. Only help us and give us a chance and these old halls will see what they have never seen.

Here's to you and the college of our hearts!

Fellows, all up!

HALF-BACK SANDY

The play, "Half-Back Sandy," which was given March 19 by the students, ranks next to the Junior play of last year in the record of Middlebury's dramatic productions (of course excepting the Roman drama of the Centennial celebration.) Every person took his part exceedingly well, from the gridiron hero to little black Sue. To speak of each individual part and production would be to repeat over and over in a monotonous way fine adjectives of commendation, appreciation and excellence. However, it is only fitting that the students of the college be allowed to now express through the columns of THE CAMPUS their appreciative thanks to Mrs. J. H. Stewart and Mrs. Winckler for the assistance which made the success possible. Also, it might be appropriate to mention the fact that in a financial way "Half-Back Sandy" was a great success.

FRESHMAN DEBATING SOCIETY

The freshman debating society was organized early in the term to give freshmen who are barred from the Debating Union an opportunity for similar training. Professor Wetherell kindly gave one rhetoric hour a week to debating, in which the whole class had an opportunity to appear.

The try out for the team was held in the chapel Saturday evening, Feb-

ruary 27; and after a spirited contest, the judges, Professor Wright, Peach, '09, and Avery, '11, decided that the team should consist of Nevling, Overton and Taylor, with Ryan as alternate. The question debated was: Resolved, That the municipal government of cities of the United States of not over 500,000 population should be entrusted to a commission of not more than nine members to be elected by popular vote and to be directly responsible to the people.

Soon after the team was chosen a challenge was sent to the Sophomores and on their acceptance the following question was submitted: Resolved, That the labor unions are a benefit to the United States. The debate will take place this spring term.

The officers of the society are: Taylor, president; Gorham, vice-president; Harris, secretary; Nevling, manager, and Overton, King and Kopke, executive committee.

BASKET BALL.

The final series of basket ball games has proved to be of great interest, and, considering the amount of practice, the games which have been played show that we have good material enough for a college team. The seniors, who have had rather hard luck so far, have dropped out, leaving the three lower classes to fight it out.

The loss of several good men on two of the teams has weakened them somewhat. The sophomores have lost Stewart, who will not be able to play for the rest of the season.

On Thursday evening, February 11, two games were played, 1910 vs. 1911 and 1912 vs. 1909. The 1910–1911 game was fast and characterized by a fewer number of fouls than there has been in the games played thus far. The large audience present witnessed the best game played this season. Ross and G. Darrow, with five and four baskets respectively, were the stars for the juniors, while Barnes, for the sophomores, seemed to be the only one able to score, having six baskets and three fouls, or a total of thirteen points, to his credit. The score for the first half was 17–14 in favor of the juniors, and the final score 26–23 in their favor.

The 1909–1912 game was a direct contrast to the 1910–1911 game. King led for the freshmen, with seven baskets. The final score was 34–22 in favor of the freshmen.

On account of the dropping out of the seniors, only one game was played, Friday, February 26, 1912 vs. 1911. The crowd which attended expected a close game, but was disappointed by the freshmen, who went to pieces, and allowed the sophomores to play all around them. The final score was 46 to 5 in favor of 1911. Barnes, 1911, had the largest individual score, having nine baskets to his credit, while W. Darrow, 1911, came next with six.

The 1910–1912 game, which was played Friday, March 12, was fast and interesting throughout. The freshmen put up a good fight, but lost because of their inability to throw baskets, but they made the juniors hustle somewhat. The score for the first half was 12–6 in favor of the juniors. During the second half the freshmen raised the score until it was only 16–14 in favor of the juniors. The final score was 22–16 in favor of 1910.

LOCALS.

Alpha Chi entertained friends at a party in their house on South street.

Miss Florence Duncan, '05, gave a party to a few of her society friends February 19.

Miss Minette Norton recently entertained her mother and sister over Sunday.

Miss Vera Bullard has been obliged to leave college for a few weeks on account of illness.

Hazel McLeod addressed the Women's Christian Association of the University of Vermont March 12.

Pi Beta Phi entertained about thirty women of the freshman class at an informal party held in the Pharetra Friday, February 5th.

On the evening of February 22 the women of the college were invited to the home of President Thomas, where a very pleasant social evening was enjoyed.

A few months ago a few of the young women banded themselves into a new Greek letter society which they called Pi Mu Epsilon. This society has now a membership of fifteen, and has secured the suite of rooms above Mr. Blackmer's store for its use.

At a meeting of the Sophmore class on March 10th, it was decided to publish an annual during the coming year. The name and general make-up of the book has not yet been definitely decided, but it is expected that it will be similar to those published by the present Senior and Junior classes. The officers elected are as follows: Editor-in-chief, W. H. Cleary; assistant editor-in-chief, Miss French; assistant editors, Tuck, Stewart, Miss Mabel Martin; art editor, Coates; business manager, Avery; assistant business manager, Ratti.

President Thomas has announced that Dr. Edward D. Collins, principal of the State normal school at Johnson, has been elected head of the new department of pedagogy recently established by the State. Dr. Collins graduted from Yale with distinction in 1896 and secured his Ph. D. in history in 1899. He is an accomplished scholar, says President Thomas, has made a very successful teacher, is a maker of good teachers and is recognized as one of the strongest men in educational work in the State. He was born in Barton Landing and has been at Johnson four years. Mrs. Collins is from Newport.

The Boston *Transcript* of February 20 says: "The adoption by each of the smaller colleges of some specialty by which it can appeal as a particular clientele seems likely to be one of the developments of the future. President Thomas of Middlebury College reports that the pupils get through there on three hundred dollars a year, and he proposes to make the opportunities which the little Vermont town offers for an inexpensive education its specialty. Its alumni roll contains more than its share of distinguished names, and without doubt the economic conditions now enforced there are making for a certain sturdiness of character which will show itself in the next generation of graduates. Somebody before many years should make a classification of the colleges according to the aims which they have uppermost, answering such questions as

these: To what college should the boy go whose chief interest is athletic, or the opposite, if such lads exist. Classifications might be made according to costs, and climate, and healthfulness, as well as prevailing academic interests. Probably the great university would reply that in its size it offers as wide an opportunity for the exercise of diversified tastes and talents as many small colleges could provide."

The following pleasant interchange of courtesies occurred on the evening of Feb. 19th when the graduates of both Norwich University and Middlebury held their reunions in Boston:

"*To Middlebury College Alumni Association, American House, Boston:*

"*To President John M. Thomas:*

"Greetings from Norwich University Alumni Association. "City Club, Boston,"

"*To Norwich University Alumni, City Club, Boston:*

"Middlebury graduates reciprocate greeting and pledge co-operation for the uplift of Vermont. "JOHN M. THOMAS."

Harold D. Leach, '10, of the *Kaleidoscope*, took the last of the material for that publication to Rutland on Wednesday, March 17. Prospects are bright for an exceedingly interesting and attractive annual.

Charles B. Parker, '06, visited the College for a few days early in February. Parker has been appointed to a clerkship in the U. S. Consulate, Novales, Sonora, Mexico, and went there about February 10.

On Saturday eyening, March 6, the Middlebury Chapter of Delta Upsilon entertained at a dance, which was chaperoned by Mrs. Wales. About fifteen couples attended.

Miss Gwendoline Morris, '10, entertained the members of her class March 17 in a most delightful way.

At the University of Vermont, March 24, President Thomas delivered the third of a series of lectures pertaining to the Champlain Ter-centennary Celebration.

Miss Nettie Eastman of the University of Vermont has entered the freshman class.

President Thomas gave a talk to the High School students March 11.

W. H. Hayford, '08, was in town over Sunday, March 28, on his way to Norwalk, Conn., where he holds a position as principal of the High School.

Freshmen appeared on chapel stage for the first time March 20 and 27.

THE BROWNING CLUB.

Three delightful evenings have been spent at the home of Professor and Mrs. Wright during the past month in the study of Robert Browning. A large number of upper classmen and women have attended each meeting, listening with pleasure to the reading of "The Glove," "The Last Ride Together," "An Epistle," "My Star," and others.

EDITORIAL COMMENT.

We desire to take issue with ourselves in regard to the article appearing in this issue under the heading of "Flashlights". Maturer reflection causes us to wonder how it got in. Its name might well indicate just what it is, a flashlight that caught us in a bad posture which, no matter how graceful it may have seemed to us at the time, now appears grotesque and incorrect. But the realization came too late to prevent the appearance of

this article. We are much too ready to criticize acts whose superficial aspect is all that we can comprehend, not appreciating the underlying motive,—even our own good. This is but an aspect of impulsive, immature judgment. Out of justice to our Presidens, whom we truly love and admire, and whose work and tireless devotion we now appreciate, and in justice to Middlebury students, we desire to have it understood that we withdraw whatever authority this article might obtain through our consent to its appearance.

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Middlebury, Vt.,

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It will be necessary for me to leave largely in your hands the responsibility of procuring quarters for me in your town; and I shall be glad to have you secure as many out-of-town engagements for me as you can, as I am prepared for a good season.

With kindest regards, I am,

Faithfully yours,

"THE KALEIDOSCOPE

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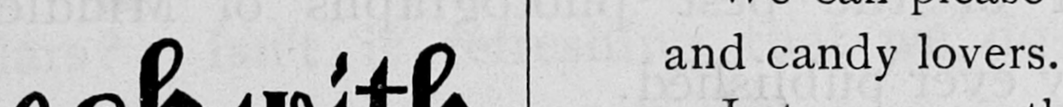

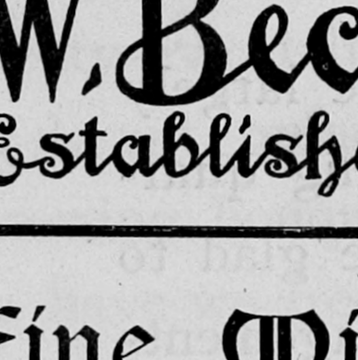

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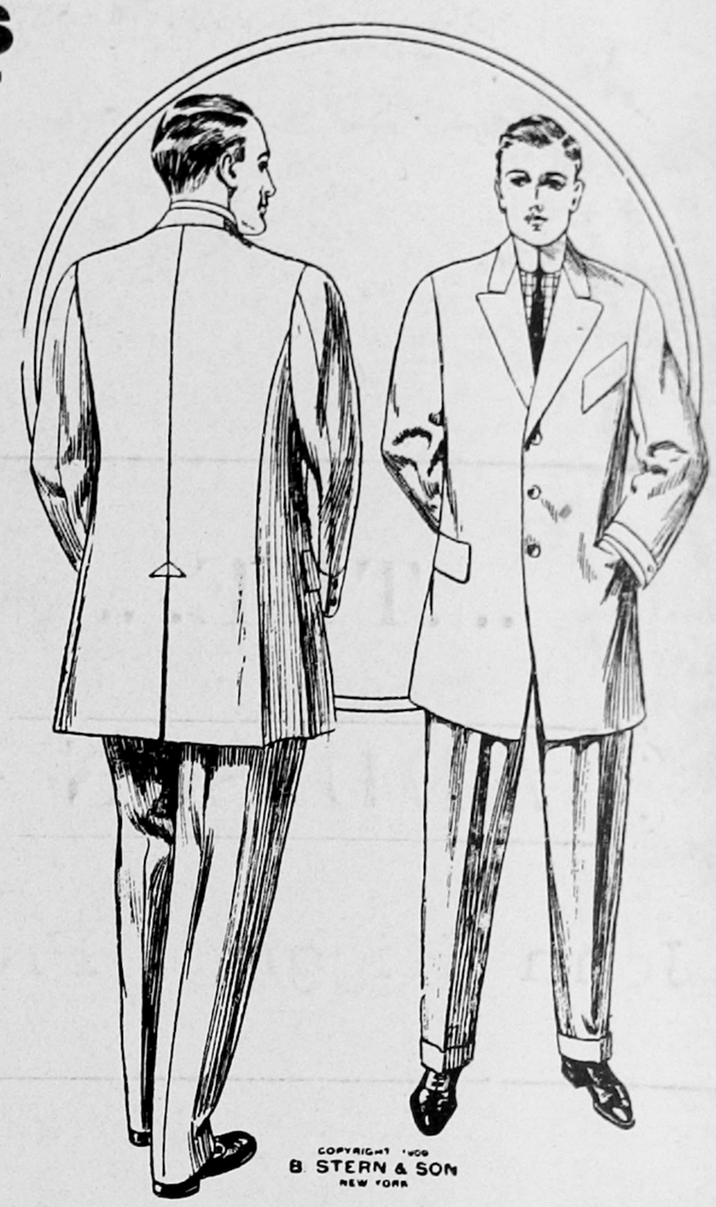

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